THE CONTRIBUTION OF NON-GOVERNMENTAL ORGANISATIONS IN PROMOTING HUMAN SECURITY. A CASE OF CAPERNAUM TRUST IN CHIVI DISTRICT.

BY

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DEDICATION

This work is dedicated to my late parents, my prayerful grandparents, my brothers, my sisters, friends and loved ones.

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My uttermost gratitude goes my heavenly father (GOD) who has been my provider, good shepherd, loving friend, supportive and caring father, faithful keeper, wonderful counselor, protective shield, source of hope and pillar of strength since the day I was born especially when my parents left me up to this day.

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ACRONYMS

OVCh– Orphaned and Vulnerable Children
CT – Capernaum Trust
CEO – Chief Executive Officer
DEO- District Education Officer
HM – History Maker
NHM- Non History Maker
NGOs – Non Governmental Organizations
SDGs- Sustainable Development Goals
ABSTRACT

The human security crisis in Zimbabwe is especially as a result of unemployment as well as death due to the HIV and AIDS pandemic that is prevailing in the country. The economic meltdown saw the closure of many companies and industries as well as the withdrawal of most investors. As a result, the unemployment rate is increasing daily. This has led to a lot of idleness whereby people indulge in sexual activities to buy time. At large, commercial sex work has proved to be a source of living for people living in areas like Chivi district. This is spreading the HIV and AIDS disease, killing many people and leaving children in devastating situations. It somehow became a routine of following the footsteps of elders if help fails to come by for younger generations (OVC) as they try to get basic human needs. Therefore non-governmental organizations filling government gaps have emerged putting efforts to realize the human security notion especially among the OVC. The chief purpose of the study was to assess the contribution of NGOs in promoting human security focusing on Capernaum Trust in Chivi district OVC in particular. The reason for targeting OVC is because they are the most vulnerable group and failure to be assisted no one will attend to their plight. As a result an automatic creation of a failed community may be created with repeated events one generation after another. The human needs theory by Burton was employed and the human security concept as the basis of the conceptual framework. The data was gathered using a case study research design with the qualitative method being the main research approach. The primary data was obtained through questionnaires for OVC from various schools and interview guides for key informants from school heads, DEO, DA and CT manager in Chivi district. The findings indicated that the NGOs efforts although they are not able to reach all OVC should be appreciated for those that are being catered for. It can also be derived from the research that government should work hand in glove with NGOs in promoting human security among OVC so that the numbers of existing OVC are reduced in a positive manner.
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CHAPTER 1: INTRODUCTION

Background

Zimbabwe boasts of a literacy rate that is considered to be amongst the highest in Africa rated at above ninety four percent (UNICEF, 2011). This had been attributed to sound government policies. According to SACMEQ (2010), when Zimbabwe attained independence in 1980, education was declared a basic human right which should be attained by every human being. This was done to address the inequalities that were created by the colonial government. The Zimbabwean government put in place policies to ensure that both primary and secondary education is accessible to almost every child in the nation. The thrust has since shifted to ensure that tertiary education is also accessible to many in terms of finance and geographical location. This is evidenced by government’s assistance to tertiary students through the cadetship program and establishment of tertiary institutions in most provinces and towns in Zimbabwe.

However, despite all this, there has been some back to the achievement of the government’s initiatives in education. Some children have not been able to have basic primary education let alone secondary and tertiary education. Others are only able to afford primary and may fail proceed to secondary level. Also others fail to proceed to tertiary level after being successful at secondary level. This is basically due to two reasons in Zimbabwe; which are death and unemployment.

The HIV/AIDS pandemic has had a serious adverse impact on the economically active population of Zimbabwe. This group constitutes the sexual active populace, thus has been hardly hit by the deadly disease. Many parents and guardians succumbed to the deadly disease leaving children with no one to fend for or under the care of old grandparents. Some but on a lesser scale perished due to other diseases such as tuberculosis, malaria, accidents and natural causes. Some families become child-headed as both parents would have passed on. In the early 2000, the country’s economy began to go down. Companies began to close and some began to re-trench their employees. This resulted in the levels of unemployment rising. Many school going children especially those in rural areas were forced to drop out of
school. Government put up the Basic Education Assistance Module (BEAM) in a bid to assist these disadvantaged children. However, due to its many commitments and the ever increasing number of those needing assistance it cannot assist all the disadvantaged children. Currently, according to NAC report (2015), BEAM paused as far as paying school fees for its beneficiaries are concerned let alone taking new cases on board. It promised to clear debts for examination candidates only, that are grade seven(s), form four(s) and form six(s) and afterwards no further assistance will be given to them. Dzoro S, Chivi DEO, May 2015)

Chivi district, being a rural area has not been spared by this evil. A need thus arose for some stakeholders to come into play and assist those orphaned and vulnerable children (OVC) that BEAM could not assist. Capernaum Trust (CT) thus came to the aid of most of these children. CT was founded in 1996 by Dr. Strive and Mrs. Tsitsi Masiyiwa in order to offer philanthropic assistance to the disadvantaged OVC’s in Zimbabwe educationally. Dr. Strive Masiyiwa is also an indigenous businessman. CT began assisting children in Chivi district in 2004 and established a provincial office in Masvingo through decentralization in 2010.

**Aim**

To assess the contribution of Capernaum Trust in promoting Human Security in Chivi District.

**Objectives**

1) To assess the contributions of Capernaum Trust in promoting Human Security in Chivi district through educational assistance.

2) To examine the programs offered by Capernaum Trust to OVCs in Chivi district.

3) To evaluate the success rates on the beneficiaries of Capernaum Trust in Chivi district.

**Statement of the problem**

Many orphaned and vulnerable children in rural areas drop out or even fail to attend school due to financial constraints mainly as a result of the death or unemployment of the parent or guardian. Many organizations are offering philanthropic assistance to the education of OVC in these rural areas and most of these are foreign based or funded organizations. Recently indigenous business people have founded organizations to aid in the education of OVCs in rural Zimbabwe. Therefore, a research was conducted to assess the contribution by such
This study thus made an assessment of the impact of Capernaum Trust as a typical organization on its support to the education of the OVC in Chivi district.

**Research Questions**

1. How has Capernaum Trust contributed in promoting Human Security in Chivi district?
2. What programs are offered by Capernaum Trust among OVCs in Chivi district?
3. How successful are the Capernaum Trust scholarship beneficiaries in Chivi district?

**Assumptions**

The researcher directly met the beneficiaries, stakeholders and Capernaum Trust Manager making it possible for the needed information to be obtained.

- Chivi depend on NGOs a lot due to consecutive droughts that occur in the area and the overwhelming number of OVCs that exist in the district too.
- The government has a mandate of seeing to human security issues and since the burden seems cumbersome to be addressed by government alone NGOs are engaged to fill the gaps.

**Significance of the Study**

The study sought to inform Non-Governmental Organizations (NGOs) like CT and others on how their programs contributed in enhancing human security among OVC in complementing government efforts.

The study also sought to add knowledge to the Department of Social Services (DPSS) into the subject on human security in enhancing livelihoods of OVC, to complement existing sources and investigate knowledge gaps hence engaging into another level of meaningful discussions.

The findings from the study contributed information to substantiate the magnitude of OVC human insecurity problems in Chivi district and to form the basis of solutions that can be applied to eradicate human insecurities among OVC in the district and in Zimbabwe at large.
Limitations of the study

Some key informants were unavailable at their work places due to busy schedules. The researcher therefore employed the use of phone calls and social media that is whatsapp. However two of them failed to be reachable due to network problems and this was the main barrier to the researcher.

Delimitations of the study

This study was conducted in Chivi district, focusing solely at the schools in which CT has beneficiaries. The study embarked on the contributions of CT from the period of 2010 to 2015.

Definition of key terms

Human security refers to a state where one’s risk to the adversities of the social, economic, political and physical environment is minimized or alleviated through empowerment. The empowerment can be in form education or any other means that puts one at position of safety.

Education refers to any formal schooling from primary to tertiary level at any public institution of learning.

Orphan refers to a child of school going age who has lost either both or one of his/her parents.

Orphaned and vulnerable children thus, refer to every child of school going age whose parent(s)/guardian(s) are either dead or unable to pay for their fees.

Vulnerable child refers to any child of school going age whose parents or guardian cannot afford to pay his/her school fees.

Summary

The above chapter constituted the background of the case that was studied and the manner in which the needed information was extracted. Key terms had also been defined so as to clearly come up with the expectations of the background of the case under study. Reasons that led for one to became an orphan or vulnerable had also been stipulated. The next chapter reviewed literature and identified research gaps.
LITERATURE REVIEW

Introduction

This chapter examined the conceptual and theoretical framework of the study. The researcher therefore, reviewed literature proffered by authentic authors on the topic under study. The researcher showed other authors’ definition of the key concepts in the topic which are; human security, orphan, vulnerable child, orphaned and vulnerable child (OVC), NGOs, and education. The researcher looked into literature on the problems of OVC in accessing education. The researcher also looked at what other researchers’ propagated on the work being done by non-governmental organizations in supporting orphaned and vulnerable children.

Human needs theory

The Human Needs Theory (HNT) was adopted because the researcher found it relevant for analysing basic human needs, which when not met, becomes an obstacle to human security. Human insecurity is a multi-dimensional problem that encompasses among other things, social, political, economic and cultural issues. Scholars have been trying to develop a theoretical approach to poverty and conflict for a long time, as a result some like Burton (1997), Maslow, Rosenberg (2003) and Max-Neef (1983) agree that poverty as a result of lack of human needs lead to reactions that result in conflict. They argue that there is conflict and instability in developing countries because people are denied not only their biological needs, but also psychological needs that relate to growth and development. The overriding importance of this theory is that it understands that needs, particularly basic human needs (such as food, education, water, shelter and health) cannot be traded, suppressed, or bargained. It is also important to note that failure to acquire the needs will result in under-development. Therefore, the study was of the view that human security has to be attended to, hence the assessment of the role played by NGOs in ensuring human security in Chivi district was embarked on.

Rosenberg’s approach on human needs is that they are universal and meeting them is essential to human survival and well-being. Rosenberg (2003) came up with sub groups of needs, and is open to the existence of needs beyond what he has defined. He stated that
education and culture often alienate from connecting with real needs, and through nonviolent communication. He further proposed a model for connecting with own and others’ needs, an approach he applied in all levels of society and which he used in mediation in several countries. The Chilean economist Nef, (1983) also propounded nine universal human needs, through which he argues that one can achieve human development and peaceful societies. According to him, he defined his main proposal, Human Scale Development, as focused and based on the satisfaction of fundamental human needs, on the generation of growing levels of self-reliance, and on the construction of organic articulations of people with nature and technology, of global processes with local activity, of the personal with the social, of planning with autonomy, and of civil society with the state. Like Burton (1997), Rosenberg (2003) and Neef (1983) agreed that no need is superior to the other; therefore they are all complementary and essential to human life. Therefore, this study sought to analyze the contribution and effectiveness of Capernaum Trust in ensuring human security in the rural community of Chivi district in resurrecting hope and a better future among OVC through mainly educational support.

**The Concept of Human Security**

There is no universally accepted definition of human security. The debate continues at inter-governmental and non-governmental levels. In the absence of a universally acceptable definition, the seven dimensions of human security articulated by the United Nations Development Program (UNDP) in 1994 are useful. These are economic security, food security, health security, environmental security, personal security, community security and political security. Moreover, the UNDP maintains that human security has four essential characteristics that are universal. Its components are interdependent, it is best ensured through prevention and it is people centered and that is according to Landman, (2006) and King and Murray (2001).

The concept of human security represents an important paradigm shift for academics and decision-makers. Unlike traditional notions of security, human security places the individual rather than the state at the core. For the human security approach, the starting point is the human being in terms of rights, needs, aspirations and well-being. Only then is it possible to move back to the state. This is not a novel way of re-defining state security, but rather a focus on the security of the human being while looking at the obligations of the state. There is no contradiction between a human-centered definition of human security and a state-centered
definition that it should be reinforcing. Human security issues in Africa can be divided into five broad categories and these are economic, social, political, institutional and environmental.

Therefore, broadly speaking, the concept of ‘human security’ redirects security discussions in one or typically more of the following ways: from the national or state-level to human beings as potential victims; beyond physical violence as the only relevant threat; and beyond physical harm as the only relevant damage.

**Capernaum Trust’s programs that are offered to OVC**

Capernaum trust’s major program on OVC is educational scholarship which is a comprehensive intervention that covers tuition and management levies, school uniforms, examination fees, textbooks and stationery and other support materials. Other programs include empowerment through evangelism, nutritional (food) packs, child welfare and support, medical support, psycho-social support, learning hubs, History Makers Alumni, talent management, technology and innovation through e-learning, Higherlife clubs and leadership and development. All these are done to make sure that whatever that may hinder success and progress on the History Makers is totally taken care of. However, the researcher found out that there are cases whereby after offering all these provisions drop outs are still recorded in Capernaum trust’s records.

**Challenges faced by OVCs in accessing education**

Shann et al (2013), posits that, being orphaned or made vulnerable can play a role in whether a child goes to school. OVC’s may lose access to school for several reasons including poverty, need for domestic labor, need for income-generating activities, stigmatization, and parental sickness or death. School enrollment inequalities among all types of orphans have been documented through-out sub-Saharan Africa. One estimate suggested that orphans are approximately 13% less likely to attend school than non-orphans. Studies have also shown the same disparities in grade progression found in several countries including Botswana, Niger, Ghana, Kenya, Tanzania, and Zimbabwe. In Chivi orphans and vulnerable children are suffering from the same fate by virtue of their vulnerability, poor economic activities and poor environmental conditions that are causing consecutive droughts in the district.

Salaam (2004), contends that, children who have been orphaned may be forced to leave school, engage in labor or prostitution, suffer from depression and anger, or engage in risky
behavior like survival sex, making them vulnerable to contracting HIV and AIDS. Also, children who live in homes that take in orphans may see a decline in the quantity and quality of food, education, love, nurturing, and stigmatization putting their human security at threat. Impoverished children living in households with one or more ill parent are also affected, as an increasing amount of money is spent on health care, this mainly results in no more money left to pay for fees thus, forcing children to drop out of school. To complement such shortfalls, female OVC resort to being mothers, wives, caregivers, and family food providers to siblings and HIV infected relatives at a tender age; putting more pressure to female OVC than males. The researcher had thus found out that early marriages due to the same reasons exist in Chivi district.

Given their status, OVCs in rural areas either drop out or do not get the chance to attend school at all. With the high level of unemployment in most developing countries, parents may consider sending their child to school as a waste of limited resources they will be owning (World Bank, 2006). This is because they look at the cost of schooling (fees, cost of uniforms, textbooks), a poor household will have little or no money to cater for these costs. The World Bank further shows that there are factors that hinder OVC access to education, especially in rural areas of developing nations which include; lack of importance attached to education, the opportunity cost of schooling for the child and lack of incentives to send a child to school. This is somehow the case with the district under study. Due to severe food shortages because of the striking drought in the area some OVC are forced to withdraw from school. This is so because it is considered as a waste of the guardians resources to fend for their own families.

Boler and Caroll (2003) attempt to assess the problem of orphans access to education whether she or he will be a maternal or paternal orphan. They show that losing their mother has a more detrimental effect on a child’s primary school completion than losing their father. Qualitative work suggests that maternal orphans may be especially disadvantaged because mothers place more priority on their children’s education than fathers. This view is highly applicable to many orphans and even vulnerable children who are left in the care of a man in most rural areas. Men take little attention to a child’s educational needs unlike women. This view however, leaves out the point that in some cases children left in the care of fathers and male guardians stand a great chance of completing their studies as men generally are
employed in better jobs than women. They thus might need little assistance in sending the children to school.

OVC access to education can be done in comparison to that of non-OVC. Smiley (2013) is of the view that orphans face barriers to educational participation that are different from those of non-orphans, including stigma and frequent migration between households. In order to access education, orphans and vulnerable children must overcome these barriers but however, in almost all cases they cannot conquer these barriers alone. Despite such disadvantages, letting the OVCs attend boarding schools may be of great rescue to them. Although, they may be changed household wise, if their educational institutions remain the same, disturbances in academics will be lessened a lot.

According to Nsagha et al (2012), there is fear that OVCs will obtain less education, thus worsening their own life chances, threatening their security as humans and creating low completion rates and low learning outcomes. Similarly, Curley (2010), as quoted in Nsagha et al (2012), argued that it is difficult to obtain education if children live in poverty and lack resources and access to opportunities, yet education is a key factor to overcoming poverty. The life circumstances of many OVC’s make it difficult for them to access even basic education in many countries. The authors bring to light that once one becomes an OVC, she or he is in danger of limited access to education and plunging them into abject poverty. Poverty is thus seen as something that will become a part of their life even when they get into adulthood pausing a threat to their security as humans. Therefore, engaging non-governmental organizations is a way to alleviate poverty at individual and state level. This may be examplified by the fact that when one is educationally empowered, they are automatically removed from poverty as they will be able to fend for their basic needs in the future. It cannot be thrown into the academic dustbins however that some people remain poor with their education due to poor life planning skills.

Children whose parents suffer or die from HIV and AIDS related illness are among the group of vulnerable children who have the highest risk of being excluded from or denied access to education. The HIV pandemic is severely hindering the opportunities for OVCs to attend school and receive the education so vital for a fulfilled life. HIV and AIDS-related illness and death reduce the numbers of parents who are twenty to forty years old and who would otherwise be expected to support their children in school. The death of a parent due to AIDS may result in a decline of the household's financial resources because of a reduction of
income earners in the household. Less money is thus available for school fees and the children themselves may have to work to help support the family or foster family. The child’s education thus suffers because probability of orphans going to school regularly, or at all, is limited (World Bank, 2002). In the Zimbabwean shrinking economy, when one dies it marks the end of benefiting any funds from his or her former workplace since in some companies and organizations, employees can go for six months, going to work every day without receiving any single cent as salary.

The Zimbabwe National Strategic Plan for the Education of Girls, Orphans and Other Vulnerable Children (2005-2010), posits that the 2004 to 2005 OVC Baseline survey in twenty-one districts revealed that children who have lost both parents are less likely to be in school. Orphans and other vulnerable children are twice as likely to drop out of school. The report also brings out the effect of unemployment on the education of children. Of recent, since the land reform initiatives industries ceased to operate making a reasonable percentage of Chivi district to move back to their district of origin from the provincial town and the capital to wallow in that drought and poverty stricken area. Thus in a way the prevailing high unemployment rates in most parts of the country are bringing about adult labor migration. Most parents go to foreign countries like South Africa doing buying and selling business whilst others go there in search of employment. However, they are mostly get menial jobs for little money as salary and thus they are only be able to feed the children with little or nothing to save for education. In the end some of the children, especially girls, end up dropping out of school mostly engaging in early childhood marriages and commercial sex work.

In her research on challenges of OVC’s in accessing education Kalaba (2010), she stated that the cost of education, both monetary and non-monetary, continues to be a burden on households and a barrier to education. In support of this, Zimbabwean intervention on OVCs cases usually sees them up to advanced level as the furthest educational attainment. Looking at the cost factor, orphans are the most unlikely to be schooled. Kalaba further points out situational analysis in Zambia reveals that orphaned children find it hard to attend school due to the extra costs of school uniforms, books and stationery, and because they are often left responsible for earning money or caring for younger siblings in some instances. The research by Kalaba showed that in other cases, OVC’s drop out of school due to ostracism and humiliation by fellow peers. There is a lot of stigma around HIV and AIDS and those children whose parents are either chronically ill or dead. They are liable to discrimination by
peers and teachers. This affect the child’s performance, attendance to school and eventually most of them end up dropping out. In general this paragraph brought out the necessity of Non-Governmental Organizations like Capernaum Trust and others’ intervention to the plight of OVCs.

Nyangara et al (2009), show that, households with OVCs are more likely to become poorer, primarily because of the increased dependency ratio. This means that in these households the income of fewer earning adults is now sustaining more dependents. Taking into consideration the fact that fees, textbooks, uniforms and other materials needed for schooling are very expensive, shortages in one basic need or the other remain constant. Most of the OVCs supporting families are failing to sustain all the seven basic human needs. As a result of this, there are no best option for improving survival, except to let OVCs mostly drop out of school to help with working activities to sustain the family. In the worst affected countries in Sub-Saharan Africa, households with orphans have higher dependency ratios than those with own children without orphans (UNICEF, 2003) as quoted in Nyangara et al (2009). Nyangara et al (2009), further gives an example of rural Zimbabwe during 2002, where households with OVC earned an average of thirty one percent less than households without orphans. As alluded to earlier on, this resulted in most of these orphans dropping out of school and helping the remaining adults with looking after the younger ones.

**NGO’s and their support on the education of OVC’s**

Non-Governmental Organizations’ (NGOs) presence in the field of human security observance can be a vital link in providing early warning for dealing with humanitarian crises. Their specialized knowledge and contacts can be important components of the post-conflict peace-building. They can mediate between the peace and security functions of intergovernmental organizations and the needs and wants of individual people. They can exert a positive influence and hope on the restoration of a climate of confidence for reconstruction of communities, families and individuals. In addition, they can bring additional expertise and comparative practices to bear in the process of policy development, monitoring and reportage (Cilliers and van Wyk, 2007).

It is in the same vein that NGO’s have played a crucial role in ensuring that OVC’s attain from basic to tertiary education in-order to enhance their socio-economic life and the nation at large. NGO’s have shown that they are more effective and efficient to provide education
for all (Literacy Watch Bulletin, 2000) promoting human security even among the less privileged. According to The President’s Emergency Plan for AIDS Relief (2006), stakeholders in the fight against HIV/AIDS are recognizing and promoting the fact that education can bring about significant improvements in the lives of orphans and other vulnerable children. A growing body of research from sub-Saharan Africa makes clear the importance of timely, cost-effective interventions to secure access to primary and secondary education as well as livelihood training for children affected by HIV/AIDS. If school fees are the issue, international partners or communities can intervene to keep OVCs in school. This realization has brought about the coming up of NGO’s that have devoted themselves to assist OVC’s to attain education through mainly fees payment, of which Capernaum Trust is one.

Around the 1990’s during the fall of the Somali government, Islamic NGO’s were founded. These were formed in order to offer service delivery to the people in place of the dysfunctional government due to the effects of war. Amongst these were education assistance offering organizations. Many children became orphaned or vulnerable as some of their parents died or were in unemployment due to the crumbled economic activities. The Muslim Brotherhood had organizations that offered both formal and non-formal education assistance to the children in terms of fees and other scholarly items needed. The major success that these various organizations realized was that of child improvement in terms of literacy levels. However, their major setback was that they had no governmental assistance since they were standing in place of the government (Saggiomo, 2011).

The 1994 genocide in Rwanda as well as the HIV and AIDS pandemic has increased the number of orphans and vulnerable children creating a group of the wretched ones in the nation. Most of these families are child-headed. Most children from these families do not attend school due to lack of motivation, feelings of grief and isolation, a sense of being overwhelmed, lack of psychological resilience to respond to the demands of school, stigma, and discrimination, lack of financial support to cater for school materials like stationery and textbooks and inability to pay fees. Gender expectations; also often mean that girls are expected to look after younger siblings more than boys, making it less likely that girls can go to school and this will later lead to these girls getting into marriage before age. In a bid to assist the child-headed households, The Community Child Mentoring program was launched in 2003 by the Bamporeze Association. Bamporeze Association is an indigenous NGO that assisted the OVCs in child headed households in Rwanda through mainly mentoring and educational support in terms of fees and schooling materials. Bamporeze Association started
in one District of Kigali Rural Province, but to date now operates in five districts of the same province and assists about 11000 children. The major challenge that Bamporeze faces is that of funding, it relies mainly on funding from UNICEF, the Firelight Foundation, Kindernothilfe (Germany) as well as other organizations and individual donors from Europe. However, it has mainly been successful (considering its small size) in ensuring that most of the children in child headed families attain an education as well as offering emotional and psychological support to the children (UNICEF, 2009).

**Summary**

This chapter revealed that most of the literature available agreed on who an orphan is. Differences arise in the concept of vulnerability and it came out that this is a multi-dimensional concept that differs with any scholar’s perception. The chapter also highlighted the challenges that OVC’s faced in accessing education. The major evil that has been seen is HIV/ADS, as it has brought in a lot of negatives that in end left a lot of children a disgruntled group. A lot of OVC dropped out of school due to lack of adequate resources to cater for the educational process. The last part of the chapter looked at how successful other non-governmental organizations in other states have assisted the OVC in educational accessibility as they tried to create and promote security among humanity. The following chapter embarks on research methodology.
CHAPTER 3: RESEARCH METHODOLOGY

Introduction

This chapter sought to highlight a framework of the methodology and specific data gathering techniques that were employed in this research. It discussed the target population, sampling procedures and the research instruments. Included in this chapter are the several research methods and techniques that were utilized in data collection, analysis and presentation process.

Research Methodology

Fraenkel and Wallen, (2006) define a research method as a systematic and orderly approach taken towards the collection of data so that information can be obtained from the data. Because of its ability to explore matters in depth, and for its principle to value personal experiences of subjects, a qualitative approach was used.

Research design

Research design is the heart of planning hence a case study was used in this study. According to Yin (2003) a case study is an approach to research that focuses on gaining an in depth understanding of a particular entity or event at a specific time. Saunders (2003) defines a case study as the development of intensive knowledge about a single case or small case or small number of related cases. The case study was appropriate for the research because of the accessibility to the area under study. It is also provided understanding of the area needed to make an in-depth analysis of the findings used to propose recommendations for further research. According to Saunders (2003), a case study gives the research a large amount of information from a sizeable population in a cost effective way. In this study, a case study of Chivi district was used to carry out a research on the contribution of NGOs in promoting human security 2010-2015.

Qualitative research was applied borrowed from a scientific method of natural sciences. It acknowledged sources and proceeded on the assumption that reality should be measured and verified objectively by using standardized methods. According to Babbie and Mouton (2005),
qualitative research seeks to gain first hand holistic understanding of a phenomenon, using flexible methods such as key informants interviews and questionnaires. Babbie and Mouton (2005) further noted that it aims at gaining the subject’s experience of a certain phenomenon. Qualitative data collection methods were fashioned to bring out the following results. These are descriptions of problems, behaviors and events and provided narrative descriptions of people’s thoughts and opinions about their experiences, attitudes, and beliefs. Qualitative research was also of much importance as it helped the researcher to describe and evaluate the performance of programs in their natural settings, focusing on the process of implementation rather than on quantifiable outcomes. It also availed collecting data through securing appointments with NGOs and government officials targeting the study with the intention of interviewing them and this in turn offered the researcher the opportunity for interaction with the officials in their regular work environments.

**Data Collection Methods**

The research employed questionnaires as one of the instruments was used to collect data from the participants. Questionnaire form was the research instrument consisting of series of questions and other prompts for the purpose of sourcing data from the respondents. According to Tuckman (2007) a questionnaire is a document containing questions designed to gather information suitable for analysis. This focused mainly on the research objectives that sought to control the assessment of the contribution of Capernaum Trust in promoting human security in Chivi district. These questionnaires were mainly influenced by closed ended questions to get desired answers for questions concerning Capernaum trust and its activities among OVCs in Chivi district. Lowel (2000) outlined the strengths of a questionnaire which included that they are anonymous and that, they made it easy for the respondents to answer the questions freely. Questionnaires also gave respondents time to check data and they reached scattered population and administered to different people.

Interview guide is an instrument with questions used as a guide in doing interviews so as to obtain first-hand information from the respondents. Interview guide helped in shaping the direction of the research and this also allowed the respondent to talk broadly on the subject matter. The interviewee signed a consent form which stipulated withdrawal of participation interest. Cohen and Manion (2004) posit that, an interview acts as a means of evaluating and assessing a person in some respect for gathering information. Face to face interviews helped the researcher to notice non-verbal clues of the participants. Collins and Hussey (2008)
supported the notion by mentioning that, interview is a method of collecting data in which selected participants are asked questions to find out what they feel, do and think. Leedey (2003) further proposed that, interview is a face to face confrontation between the interviewer and the respondents. Open-ended question allowed respondents to express their opinion and ideas on their situation and also probed for clarification.

The researcher also used interview guides. Interviews had an advantage in that, while the respondents answered questions during the interview, some answers led to asking extra questions that were important to the research, unlike the questionnaire which gave no room for additional questions. Interviews were also advantageous in that they allowed the interviewer to ask for elaboration on particular topics of interest. However, there was lack of anonymity in interviews as well as the tendency of interviewee giving answers they thought you are after.

Observations

DeWalt and DeWalt (2002), postulated that observations improve the quality of data collection and interpretation and facilitate the development of new research questions or hypothesis. Therefore, observations shall also be utilized during data collection. Observations are described by Marshall and Rossman (2009) as systematic description of events, behaviors and artifacts in the social setting chosen for a study. Observations can be done directly or indirectly, with the respondents knowing or unaware that you are observing them. They help researchers to check non-verbal expressions of feelings, how participants communicate with each other, determine who interacts with whom, and check how much time is spent on various activities Schmuch (1997).

Target Population

Brynman and Bell (2007) define population as the entire group of people having the same characteristics that are of the interest to the researcher. Best and Khan (2007) defined a population as any set of individuals that have characteristics in common which are of interest to the researcher. The research population will set boundaries on the study units and it will refer to individuals who possess specific characteristics under study. The study population will consist of 15 primary school pupils and 15 secondary school students, Chivi Chief
Executive Officer (CEO) and District education Officer (DEO), Masvingo Capernaum Trust Regional Manager, ten heads from both Primary and Secondary Schools.

Sample

Babbie and Mouton (2005) articulated that a sample is a subset of the study population in research because often not every member of the study population can be measured, thus a representative part or a single item from a larger whole or group. The research utilized stratified random sampling technique which divided beneficiaries into units according to their schools. For stakeholders and Capernaum Trust staff, convenience sampling was employed since the respondents were selected according to the accessibility and proximity to the researcher. More than three quarters of the respondents were easy to select because they were readily available. The method was faster, inexpensive, easy and the respondents were readily available. In this study the sample consisted of fifteen primary schools, fifteen secondary schools OVC under CT. Schools were picked randomly across the district. Twelve key informants who are; ten heads of schools, the CEO (Chief Executive Officer), District Education Officer (DEO) and Masvingo Capernaum Trust Regional Manager were selected from the district.

Sampling Techniques

The research used sampling techniques namely stratified random sampling and convenience sampling techniques. Stratified random selection was utilized because it improved the potential for the units to be more evenly spread over the population. Convenience sampling was also used. Dobler (2000) stipulated that, convenience sampling is the probability sampling method in which each element in the population has an equal chance of being selected. This method was applied because it was less time consuming, free from bias and provided equal chance for respondents.

Data Collection Procedure

Before the actual data collection the researcher sought permission from the Chief Executive Officer (CEO) of Chivi District for approval to carry out the study. The researcher also sought consent from the respondents by informing them about the nature of the research and
its implications. The interviews were done in the languages best understood by the respondents. Confidentiality of information was guaranteed as well.

Again, a pilot testing was done before carrying out interviews and giving questionnaires to determine the validity as noted by Samuel (2008) and to test whether the instruments were accurately answering the research questions which provided the required information for the case under study. To ensure validity of the research, the study engaged in questions that give a true picture of what was being studied. Also the sampling procedures targeted towards ensuring that the sample was a representative of Chivi District thus ensuring validity of the data collected.

Data Presentation and Analysis Procedures

Data presentation and analysis is a logical way of categorizing entire data into several important topics to be identified. Data analysis refers to the categorization, ordering, manipulation and summarization of data to obtain answers to research questions Zianal (2007). The purpose of the analysis is to reduce data to an interpretable form so that the relationships of the research problems could be studied and conclusions could be drawn De Vos (1998). Interpretation refers to the assignment of significance or coherent meaning to the data. Data are interpreted by giving them meaning, translating them or making them understandable and that is according to De Vos (1998). It also provided information on the suggestions for the improvement of OVC’s human security. Data is presented in pie charts and thematic forms.

Ethical Issues

The researcher sought permission from the Chief Executive Officer of Chivi Rural District Council for approval to carry out the study. The researcher also sought consent from the participants by informing them about the nature of the research and its implications. The interviews were done in the languages best understood by the respondents as the researcher tried to remove communication barriers. The researcher also took note of the following:

- Informed consent from the respondents and requesting to carry out research beforehand.
- Confidentiality and anonymity of findings from the respondents is to be maintained.
- Respect to be observed towards the property and rights of individuals.
- Company protocol is to be observed at all times ensuring that the research does not affect the normal working schedule.
Summary

This chapter covered the various instruments and methods that were used to collect data from the target population. Qualitative method was employed as an appropriate approach. It also highlighted on the research design, research methodology, data collection methods, observations, target population, sample, sampling techniques, data collection procedure, data presentation and analysis procedures as well as ethical issues. Therefore, the following chapter is centered on the data presentation and analysis procedures whereby the collected data will be presented and analyzed.
DATA PRESENTATION, ANALYSIS AND DISCUSSION

Introduction

In this chapter the researcher presented, analysed and discussed the findings of the case under study. The findings included contributions of Capernaum trust which are programs and success rates of History Makers in Primary and Secondary schools. The contributions that Capernaum Trust is offering to the OVCs in Chivi district include school fees, food, school uniforms, trainings, bibles, diaries, lap desks and others. These are bringing the realization of the fulfillment of human security notion amongst Chivi district OVCs. The discussion of the results showed how OVCs human security are being deprived, how Capernaum Trust is rectifying their plight and how it is affecting their performance academic wise. These findings showed the contribution that has been made by Capernaum Trust as a non-governmental organization in promoting human security among the OVCs in Chivi district as well as offering the necessary recommendations. In order to enhance clarity thematic approach and pie charts are utilized.

Demographic Characteristics of Respondents

Respondent rate summary

With the government’s initiative to ensure equal representation in the education sector between girls and boys, it is imperative to note if Capernaum Trust was gender sensitive in its recruitment criteria. The following table shows the number of respondents by title, the targeted number, the actual number that responded and the respondents’ percentage rate.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Targeted</th>
<th>Actual</th>
<th>Respondents Rate Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>OVCs</td>
<td>30</td>
<td>30</td>
<td>100%</td>
</tr>
<tr>
<td>Heads</td>
<td>10</td>
<td>8</td>
<td>80%</td>
</tr>
<tr>
<td>Manager</td>
<td>1</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>DEO</td>
<td>1</td>
<td>1</td>
<td>100%</td>
</tr>
</tbody>
</table>

Number of respondents according to age and gender.

Primary Schools
Vulnerability of orphans differs even by their gender (Gasper, 2005). The girl OVC is more vulnerable to many of the socio-cultural, economic and even political negatives in any society. There is a need to thus equally empower OVCs regardless of their sex in terms of ensuring their human security. This is done to ensure that neither of the OVCs especially girls do not suffer from lack of basic needs like food, uniforms or financial powerlessness. From the above tables it can be deduced that Capernaum Trust has not been much biased in its recruitment as it ensured that the number of its girl beneficiaries is almost equal to or above that of boys. Unlike what used to happen at the initiation of Capernaum Trust during its initiation, where girls used to drop at High School resorting to early marriages and eloping, the period of 2013 to 2015 saw the rise in number of History makers in High School. This is mainly attributed to
the spiritual guidance as well as the trainings that Capernaum Trust is ushering to them. From these trainings according to the School Heads’ perspective, they stresses on life purpose and goals as well as the equality of achieving these by both boys and girls. This is even attributed to the move from practical gender needs (PGNs) to strategic gender needs (SGNs). Capernaum Trust has not only been concerned at improving the education of the OVCs but has also taken into consideration the vulnerability context and susceptibility thus ensuring equal opportunities for both girls and boys for its scholarship program. Thus in a way promoting human security in a non-discriminating as well as realizing the importance of future women leaders who may even contribute more to human security concept.

**Status of respondents**

The pie chart below shows the statuses of the questioned beneficiaries by number. The majority of the respondents questioned are double orphans who constitute about 56.6% of the total respondent population. 16.6% are single orphans and 26.6% are vulnerable.

![Pie Chart](image)

The pie chart’s information show that the majority of the children in the area have both parents deceased. This has been mostly associated with the HIV AIDS prevalence in the district as the villagers try to meet human needs through prostitution mainly at a place called Ngundu. This was confirmed by one of the heads who said the following:

“Chinouraya ruzhinji rwomuno chifambi chinoitiwa kwaNgundu vanhu vachitsvaka mari yokuraramisa mhuri nkuti muno mune zhara isingamboi. Zvino AIDS yakadeya kuuya vazhinji vakukurwa kuchisare guromwandira rehwana husina vabereki,” (The main cause of deaths in this district is HIV and AIDS which is extracted from Ngundu growth point as women will be looking for money to cater for families. The rate of prostitution is high.
because the district is poverty stricken due to the prevailing droughts that are taking place yearly.)

There are a few cases whereby the parents’ death may be due to other diseases, or even some work related accidents. Most of the double orphans are under the care of grandparents, and members of the extended family while a few are child headed households. According to World Bank (2002), probability of orphans that are left as a result of HIV and AIDS to attend school is limited. That is so because most of the resources are used to take care of the parents’ illness which is periodically long and demands a lot of money. Of the single orphans, majority lost their parents due to HIV and AIDS related illnesses and very few from accidents and natural death causes as well. Those who are vulnerable have both parents alive or are children of single mothers. These parents are however, unemployed, disabled, or even sick thus cannot work to fend for their children let alone sending them to school.

Programs that are offered by Capernaum Trust to OVCs /HMs in Chivi district

School fees

The payment of school fees is done to every History Maker and all levies are being catered for in full. This is in line with what Nef (1983) argues as he proposes human scale development, which may be attributed to CT payment of individual fees. HMs who are attending boarding schools both their school fees as well as their boarding fees is being catered for and this supports the personal aspect of human security. This is usually affecting the male OVC in support with Boler and Carol (2003). They argue that losing a mother has more detrimental effect on accessing education than losing a father. However a problem which is being faced by those attending boarding school is that Capernaum trust does not provide food (turkey) for them. Therefore though some History Makers may deserve they will resort to day schools where they walk abnormal distances to and from school because they will not be affording to buy turkey for themselves. Hence, this is a hidden deprivation in disguise that Capernaum Trust should attend to so that opportunities may be utilized by all without poverty discrimination.

Uniforms

Although this is only offered to a few with need among History Makers (OVCs), the uniform intervention makes the beneficiaries feel confident. The uniforms include shoes, jerseys, hats,
dresses, skirts, shirts and pair shorts or trousers depending with the uniform code at a particular school. It is also important to mention that the uniforms are strictly purchased from NBee shops to make OVCs feel special putting on the most expensive label in the nation. In situations where the HMs would be in a torn and incomplete uniform they will be lacking self-confidence, subject to mockery and jeering from peers. Uniforms make them feel to be part of the school and class and thus adding concentration on their school work other than worrying over the mockery from fellow students. One of the HMs who got a uniform said the following;

“I feel very much comfortable and confident in this new uniform and it feels like my parents are alive again and that they are taking care of me. I am so grateful to Capernaum Trust and I am working very hard in my school work to complement the efforts of Capernaum Trust in my life.”

Confidence is noted from the HMs statement and a sense of worthy.

**Food**

Food intervention is also given to a few selected amongst the History Makers who would be in dire need of it. For those given the food packs it means no more coming to school on empty stomachs. Thus resulting to more concentration during class lessons yielding positive impact on the academic performance of HMs. Commenting on the importance of food, a primary school HM uttered the following,“ kana ndichidhla ndichiguta ndokwanisavo kuuya kuchikoro zuva nezuva uye ndowedzera kushanda nesimba mubasa rangu rechikoro,”( If I have food I am able to attend school daily and have the potential to excel in my studies.)

Food assistance has also helped in the nourishment of History Makers. Taking into considerations the drought that takes place yearly in the district, Chivi takes the first position on food distribution. The CT Manager Region (provincial head) stated that Chivi district constitute the highest number of food distribution in the province as CT try to meet the food crisis among HMs (OVC) in the district. Food distribution is shown by the following picture.
**Trainings**

On training Capernaum Trust is offering two basic trainings among others which are Catch Them Young (CTY) in Primary schools and Born To Lead (BTL) in Secondary schools. On top of the basic two trainings, career guidance and personal development trainings are also conducted and these are changing the mindset of the OVCs under CT scholarship. These trainings are mainly changing their perspectives of life as well as developing high self-esteem amongst HMs. According to school heads point of view this may be the reason why most History Makers academic performance is satisfactory. The fact that girls are desisting from eloping and getting into early marriages can be attributed to the training notion too. It may be agreed that from the trainings HMs are developing an ‘I can’ mentality resulting in hard work.

**Learning Hubs**

To ensure that OVCs in Chivi district as human beings get equal opportunities of knowing what is taking place in the global system, CT has set up a learning Hub at Danhamombe High School. It is from this Centre that all the schools in the district take turns to get access to
internet and e-learning. This learning hub consists of computers on internet and with-learning programs. According to Masvingo CT Manager, the learning hub also serves as a platform where HMs has access to social media and e-learning. Thus castigating lack of knowledge as well as likening them to those who live in the urban areas. Capernaum Trust caters for the monthly internet bundle twelve months a year. To curb electricity problems a 20 litre generator was provided by CT to supplement electricity cut offs. The school Head at Danhamombe with a smile of gratitude states the following;

“We are so proud to have CT contributions. The provision of the learning hub has enabled us to start computer lessons in collaboration with HEXCO. Therefore we have more than one hundred and fifty HMs who own computer national certificates.”

Therefore, quite a number of both primary and secondary school HMs in the district are well versed with the utilization of computers. To monitor their behavior HMs compete on posting scriptures on platform called the word works. Hence instead of embarking on pornography and other useless platforms they spend time posting scriptures. HMs also participates on Facebook, twitter and other social media platforms. As part of the learning hub initiative CT also contributes green books in English, geography, Integrated Science, Commerce, Mathematics and other subjects. Responding to the contribution of Green books an ordinary level HM candidate highlighted the following;

“Since Capernaum has donated green books to us we are going to score high because we have a reliable source of information. Although the teacher for integrated science came late during the middle of the term we will pass because we are using the integrated science green books.”
**Lap desks**
In response of furniture shortage both at their homes and schools, Capernaum Trust is offering lap desks. This provides a very conducive surface to write on and even a better way to keep books smart and intact. These are provided at Primary Schools mainly. The following picture shows the lap desks.

![Lap desks image]

**Solar lanterns**
In order to enable HMs to study during the night while they are at their homes, CT is providing individual solar light to HMs. This is what a grade five HM commented on the solar lanterns:

*Rambi riri kundibetsera zvakanyanya nokuti ndisati ndariwana ndaisakwanisa kuverenga manheru nokuti dzimwe nguva vaishaiwa mari yokutenga paraffin yekuisa murambi rekumba. Nokuda kwerambi randakapiwa muzvidzidzo zvangu ndaimprover nokuti ikozvino ndakukwanisavo kuverenga usiku. ”* (The lantern has really helped me in that before being given I had problems reading at night as many at times my grandmother would lack money to buy the paraffin for the lamp at home. It is because of the solar lantern that I have improved in my studies and now I am able to read at night.)

From the above it can be admitted that CT is contributing that what those with parents get in realization of the securing of their human security is also provided to the OVC. Also this is enhancing good academic results. The pictures below resample solar lanterns and diaries.
Child welfare is another intervention that Capernaum Trust is offering to its beneficiaries. This is whereby they cater for all the medical assistance that may be required by beneficiaries. For instance, some of the OVCs in the District are born HIV positive and the DEO happily confirmed that Capernaum Trust is recruiting OVCs without health selection. Even those who are positive are part of the History Makers family and whenever such need special attention from doctors or special medication CT is catering for the medical bills. Those who may be in need of operations are operated on CT’s payment. Also, there are some History Makers with eyesight problems; the organization is taking care of that by buying them spectacles and checking that when due they are given new ones.

Spiritual support and guidance
On the spiritual side, Capernaum Trust has set up a pastoral care department. This department is made up of trained pastors with diplomas and degrees from different theological seminaries. The department offers counseling sessions using the word of God where necessary as well as ushering prayers to those may be in different problems. It also offers bibles, rhapsody of realities, teevos, compendiums on prayer and fasting as well as diaries with scriptural statements on every top part of the pages. In order to make sure that these materials are read, they introduced Higherlife clubs (HLCs) whereby History Makers meet once a week on any day agreed upon and fellowship together in their various schools. From this exercise History makers agree that it creates a spirit of family hood and a sense of aspiring to be exemplary to others in doing well. It is also from these events that they identify those who will be need of books, pens and share what they have amongst themselves. This
reveals that CT is complementing the human needs theory as well as the human security concept.

Completion rates of OVCs

In order to come up with success rates there is need to discuss the complete rates firstly in both Secondary and High School.

Primary

The majority of OVCs at primary level finish their schooling. Many of them graduate to secondary level. Due to their juvenile age, CT has never experienced any eloping cases at primary level. The other factor might be that at this level girls would not have reached puberty age which may make them become prey to sexual activities. The following shows the completion rates of primary school OVCs under CT.

Primary School Completion Rate

According to the heads mostly boys dropout at primary level. They usually drop out to become herd boys as a source of income for food to support the family. Death cases are very rare amongst the primary school Capernaum Trust beneficiaries. Of the rare cases the children would have been chronically ill as some of them would have been born with HIV and AIDS. As the chart shows 94% of the beneficiaries at primary level manage to complete the primary school level. According to Masvingo Regional Capernaum Trust manager’s statistics, there are high records of success in terms of completion rates as far as the primary level is concerned.
The fees grant has enabled most of Capernaum Trust’s beneficiaries to attain the basic primary education one of the major Sustainable Development Goals (SDGs) which the government of Zimbabwe has thrived to ensure its success before 2030. So Capernaum Trust has not only helped the OVCs but indirectly also ensured that the government’s policies are fulfilled.

*Secondary*

The completion rate of secondary level beneficiaries is 11% lower than that of primary level. This is because other factors that hindering a child from finishing school besides just dropping out or death as causal factors. The dropout and death rates are the same at both levels but the factors that cause especially dropout issues differ.

**Completion rates of CT beneficiaries at secondary level**

![Secondary Completion rate](image)

Mostly at secondary level, a beneficiary drops out in-order to take care of other younger siblings in case of the death of the remaining parent or guardian. The child is forced to take up parental responsibility which includes getting employment mostly as housemaids, shop keepers and herd boy in order to bring food on the table. Usually death is as a result of chronical illness that is related to HIV and AIDS and in very rare cases accidents and or natural causes. Another cause for the decrease in the rate of completion is the issue of teenage pregnancies which results in early marriages.

Despite receiving a scholarship grant OVCs are still vulnerable to other socio-cultural, economic and cultural evils. These will automatically affect the OVCs well-being and will in
many cases force them to leave school. Due to OVCs state of orphan hood and vulnerability some of them live in absolute poverty thus they will always face other vulnerabilities that will always draw them back. As a result most girls resort to early marriage as way of running from poverty.

The 90% completion rate at secondary level can however be commended to be high enough as it shows that despite the negatives highlighted above Capernaum Trust’s supportive programs have enabled many to continue in school. As the academic system of the country shows, a child needs to complete basically their ordinary level to get reasonable employment and Capernaum Trust has enabled OVC’s in Chivi district to achieve this. As the Regional Manager for Masvingo Capernaum Trust revealed, CT’s intervention has seen the number of OVCs dropout cases decrease and recorded an increase in the completion rates of the OVCs.

**Success rates of CT beneficiaries**

*Primary*

Of the 94% of the beneficiaries who managed to complete their primary level as shown in approximately 75% of them are successful in their studies and 19% fail. They do not only complete primary level but come out with passed results.

**Primary School CT beneficiaries’ success rate**

![Primary School Success Rate](image)

Results from the survey show that for most of the OVCs under CT their grades were affected before the scholarship program chipped in. This is mainly because payment of fees then was denying them chance to attend school properly.
Capernaum Trust also conducts a training to its beneficiaries that is called Catch them Young (CTY). This training is based on biblical principles and helps beneficiaries realize that they can be successful in life just like those who are not orphaned. These trainings under CTY give beneficiaries a positive mindset in everything they do thus they will have a positive attitude towards school despite their orphan hood status. This has seen many beneficiaries develop a strong desire to get out of their diversified unfortunate situations thus work hard in school leading to high success rate.

**Secondary**

Not all History Makers who complete their secondary level are successful. The following pie chart shows the success rates of those who managed to complete.

**Secondary school beneficiaries’ success rate**

![Pie chart showing success, fail, and dropouts rates]

Of the 90% that manages to complete their secondary school studies, 70% of them are successful and 20% fail. The other 10% is covered by drop outs. The supportive programs like nutritional packs, learning hubs, uniform distribution among others have helped a lot in terms of school performance of the CT beneficiaries. Holding other factors constant, provision of school fees allows a child to attend lessons normally and participate in daily class activities without fear of being sent home for fees collection. The OVCs are thus able to utilize their full potential and focus on the school work yielding satisfactory results.

Like in primary schools CT also offers two different trainings to its secondary beneficiaries, these are Born To Lead (BTL) and career guidance. BTL is a training that seeks to give CT beneficiaries a leadership mindset in order for them to impact the world. This training is based on biblical principles. The major effect of this training is like that of CTY in primary. It
is helping the OVC to change their mindset towards the way they conduct themselves and that is in a way fulfilling the personal aspect of the human security concept.

Without such a mindset, OVC often lack confidence as they are often stigmatized especially those whose parents died of HIV and AIDS. BTL thus comes and shows them that there is more to life and it is possible for them despite their status to come out of poverty. With such a leadership mindset and confidence CT beneficiaries develop a positive changed attitude towards school work leading to excellent improvement in grades. Career guidance gives the History Makers an opportunity to choose a desired profession early and they are taught on the requirements of most professions. Having this knowledge has seen most HMs working hard during Advanced level as they get ready to train for professions at various tertiary institutions.

**Effects of the scholarship on:**

**Attendance**

Prior to receiving the scholarship the attendance of the OVCs at school was not constant. Mostly it was because they would be sent back home by the school authorities to collect fees. In other cases it would have been because the child would not come for fear of being sent back home. However, when CT intervened with the scholarship its beneficiaries (HMs) began to attend school regularly. An analysis of the school attendance registers before and after the OVCs became HMs was given showed that there was an improvement in the child’s attendance. Usually the child would only be absent when she or he will be sick. There are a few however, especially at primary who are always falling ill and thus spent much of their time at home or going to the clinic. For these beneficiaries there is little change because of the health factor.

**Grades**

For most of the OVCs in Chivi District receiving a scholarship from CT has meant that they can now fully participate and be present for all lessons at school. Termly progress reports show that a majority of the HMs manage to improve in their grades. Eight of the ten school heads confirmed that the History Makers improve in their grades and at all the primary schools they come up amongst the school’s best students. There are amongst HMs whose academic performance never changed mainly because of low IQ levels as stated by the class teachers.

**Comparison of CT OVC and non-CT OVC in terms of:**
**Attendance**
Information provided by the school heads shows that the most hindrance to OVCs school attendance is school fees. The heads show that comparing those OVCs under the CT scholarship program and those who are not in terms of attendance CT OVCs attend school more than non-CT beneficiaries at both primary and secondary school level.

**Completion**
In terms of completion there is a slight difference between OVCs under CT and non-CT OVCs at primary level. However, there is a great margin at secondary level as most of the non-CT OVCs are forced to drop out of school to look for work, early marriages or elope in order to meet human basic needs.

**Success**
Due to less pressure and normal attendance to school, HMs are more successful in their academics than NHMs (Non- History Makers). They are usually amongst the best students in their classes, schools and even public exams.

**Summary**
As shown above by the data presented from the field, it can be agreed that Capernaum Trust is contributing a lot in promoting human security among OVCs in Chivi District. The data shows that although CT as a non-governmental (NGO), has the capacity to enhance human security measures of OVCs in Chivi, changing their lives mainly through educational scholarship. Other supportive measures like food and uniform interventions to the beneficiaries have proved to have been of huge impact both directly and indirectly in the improving academic performance among OVCs under CT scholarship program. The research also shows that despite the CT contributions OVCs are still prey to other factors like eloping and death. This is still affecting their education which may is the greatest factor to realize their security as humans despite the scholarship and other interventions from CT.
SUMMARY, CONCLUSION AND RECOMMENDATIONS

Introduction
This chapter presents a summary of the preceding chapters from the introduction, literature review, research methodology and data presentation, analysis and discussions as well as conclusion. The aim of the research was to assess the contribution of NGOs in promoting human security in Chivi district.

Summary
The research was arranged into chapters. The first chapter was introductory in nature whereby it highlighted death and unemployment as the main hindrances to the success of human security in Zimbabwe at large. Since world war two security matters have shifted from the military perspective to human perspective. Thus human security aspect works hand in glove with human needs theory. The study aimed at assessing CT’s contribution in promoting human security as a NGO taking Chivi district as case. Chivi is a district that is found in Masvingo province and has been chosen because the area has so many death OVC cases due to the HIV and AIDS prevalence that exists there. This is due to the drought that takes place in the district yearly causing a lot of poverty since employment rate in the country is shrinking on daily basis. As a result, there are a lot of orphaned and vulnerable children whose human security needs to be realized and attended. Therefore in a bid to find out if the main NGO in the district which is CT is contributing to the notion the following literature review was employed in chapter 2.

Chapter 2 focused on literature review of existing literature on the concept of human security and the contribution of CT as a NGO towards its promotion. Specific attention was given to the theory of human needs. Human needs theory was adopted because the study found it relevant for analysing basic needs which when not met it became an obstacle to human security. The concept was useful in adding understanding into how NGOs are instrumental in complementing government efforts in enhancing the security of human beings. The study identified that more is expected to be put in place by the increasing number of NGOs for the overall well-being of the society.

Chapter 3 outlined the methodological aspects of the research. Qualitative research approach was used and the research design was a case study of Chivi district. The researcher used stratified random sampling for primary informants who were OVC from various schools. For
key informants the researcher utilised convenience sampling techniques to select the general respondents from Chivi district school heads, CEO, DEO and CT provincial head. A sample size of 42 participants was used with 40 responses in reality. The difference of two was a result of poor network which led to failure to get in touch with two school heads. Data was collected by means of questionnaires and Interview guides respectively.

Chapter 4 provided the key findings of the research. The major challenges faced by OVC in Chivi district which led to human insecurity are identified as well. The role of CT as NGO in enhancing security among OVC in Chivi are mainly resembled by the provision of school fees, food, uniforms learning hubs, spiritual support and trainings. The effectiveness of CT contributions and the extent to which human security is improving among Chivi district OVC is also highlighted.

**Conclusions**

In line with the first objective, the findings of the study showed that Capernaum Trust as a non-governmental organization has contributed a lot in promoting human security among OVCs. As shown by the research findings CT has done quite a considerable amount of work in improving human security among OVCs in various schools in Chivi district. The work varied from school fees payment to the supply of scholarly materials up to the distribution of food to sustain OVCs daily lives. Therefore, improvement in grades, attendance, success, and completion rates amongst beneficiaries is a clear indication that CT has contributed a lot in improving human security to OVCs under its scholarship program in a constructive way.

Taking into consideration the second objective which aimed at examining the programs of CT, the following has been found. Food packs, uniforms, learning hubs, trainings, pastoral care, child welfare, lap desks and school fees are programs that CT is offering to OVCs in Chivi district. The trainings that the organization offers to its beneficiaries are helping in ensuring the academic focus and progress of OVCs in Chivi district. These trainings as the research showed basically helped in changing the mind-set of the OVCs and thereby resulting to academic performance that ensure a secured future among OVCs. The introduction of learning hubs that have internet access created an equality and sense of worthy among OVCs as they are now able to know what is taking place in the global system. The fellowship initiative which is under pastoral care is ensuring the positive monitoring of their behavior thus many of them behaved well in their respective schools according various heads. The social welfare department that caters for the medical assistance of the OVCs is ensuring that
OVCs health is catered for. Generally, CT programs are mainly ensuring economic, food, environment, health and personal security out of the seven notions of human security. This showed that CT is doing a lot to promote human security among OVCs in Chivi district.

Looking at the success rates of the OVCs, the fees and material support that CT is providing is seeing many of them performing satisfactorily academic wise. Hence most of them are going as far as universities which are both local and abroad as well. As a result there is guaranteed assurance that the successful ones future is secured.

**Recommendations**

- Considering that most of the challenges faced by OVC are emanating from home, there is need for home visit programs which will enable CT to get acquainted with the OVC guardians and their situations at home. This will help the organisation have a psycho-social support system which will ensure that the situation at home does not affect the OVC education.
- CT should also come up with orphanage homes to shelter beneficiaries since most of them are double orphans and child headed.
- Boarding school opportunities should also be increased In order to accommodate more OVC.
- CT should also equally distribute items like food packs and uniforms to beneficiaries without employing needs assessment because all OVC are equal thus no discretion should be made when giving such items.
- Also since the district is drought stricken it will be more appropriate if food is distributed on monthly basis with increased quantities as well.
- The organization must also intensify its mentorship programs, that is, they should develop an intensive mentorship system where children get one-on-one mentorship from the CT officials so that OVC may have confidants.
- Increase in recruitment should be also embarked on by CT making sure that child headed families should have all the school going age recruited to reduce vulnerabilities and burden from the elder children.
Questionnaire for beneficiaries

My name is Praise Benguzana. I am an undergraduate at Bindura University of Science Education. In partial fulfillment of my degree program, I am carrying out a study on, “THE CONTRIBUTION OF NON-GOVERNMENTAL ORGANISATIONS IN PROMOTING HUMAN SECURITY. A CASE OF CAPERNAUM TRUST IN CHIVI DISTRICT.” I am kindly seeking your assistance by responding to the following questions. The purpose is purely academic therefore the information you will provide will be handled with confidentiality.

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2. What is Capernaum Trust?

3. Are there any other non-governmental organizations helping Orphaned and Vulnerable Children (OVCs) at your school?

4. What type of assistance are you getting from Capernaum Trust?

5. Is Capernaum Trust’s assistance enough to cover your challenges?
6. What challenges were you facing before you become a History Maker?

7. Where do you see yourself after High School education?

8. What other programs would you suggest Capernaum Trust should offer in order to improve your condition?

9. What can be done to improve the situation of the OVCs at your school?
Interview guide for Capernaum Trust Regional Manager

My name is Praise Benguzana. I am an undergraduate at Bindura University of Science Education. In partial fulfillment of my degree program, I am carrying on a study on, “THE CONTRIBUTION OF NON-GOVERNMENTAL ORGANISATIONS IN PROMOTING HUMAN SECURITY. A CASE OF CAPERNAUM TRUST IN CHIVI DISTRICT.” I am kindly seeking your assistance by responding to the following questions. The purpose is purely academic therefore the information you will provide will be handled with confidentiality.

1. How long have you been working with Capernaum Trust in Chivi district?

2. How many beneficiaries do you have on the scholarship in the district?

3. What programs are you offering to your beneficiaries in Chivi district?

4. How effective are your programs in as far as promoting human security among OVCs is concerned?

5. How successful are your beneficiaries’ academic wise and at what level are the most successful ones?

6. Do you think your contributions are sustainable to the OVCs in Chivi District?

7. Are there any drop outs and what are the reasons for dropping out?

8. What measures can be taken to contribute more in promoting human security among the OVCs in Chivi District.
Interview guide for Chivi District Education Officer (DEO)

My name is Praise Benguzana. I am an undergraduate at Bindura University of Science Education. In partial fulfillment of my degree program, I am carrying on a study on, “THE CONTRIBUTION OF NON-GOVERNMENTAL ORGANISATIONS IN PROMOTING HUMAN SECURITY. A CASE OF CAPERNAUM TRUST IN CHIVI DISTRICT.” I am kindly seeking your assistance by responding to the following questions. The purpose is purely academic therefore the information you will provide will be handled with confidentiality.

1. What do you understand from the term OVC?
2. Why are there so many OVCs in Chivi district?
3. What do you personally see as the main problem persistently faced by OVCs in the district?
4. Do OVCs have access to education?
5. Which organisations are assisting them?
6. What do you know about Capernaum Trust?
7. Is Capernaum Trust scholarship effective?
8. Does Capernaum Trust cover human basic needs besides fees and what are they?
9. Is Capernaum Trust’s contribution on these needs enough for its beneficiaries in the district?
10. Are there any beneficiaries of Capernaum Trust who become successful? Clarify
11. What can be done to improve the plight of OVCs in Chivi district?
Interview guide for school heads

My name is Praise Benguzana. I am an undergraduate at Bindura University of Science Education. In partial fulfillment of my degree program, I am carrying on a study on, “THE CONTRIBUTION OF NON-GOVERNMENTAL ORGANISATIONS IN PROMOTING HUMAN SECURITY. A CASE OF CAPERNAUM TRUST IN CHIVI DISTRICT.” I am kindly seeking your assistance by responding to the following questions. The purpose is purely academic therefore the information you will provide will be handled with confidentiality.

I. What do you understand by the term OVC?

2. Are there any OVCs at your school and why?

3. What challenges do OVCs at your school face?

4. Are there any organizations that are assisting OVCs at school? Give examples.

5. Besides school fees assistance what other assistance do OVCs at your school need?

6. What programs are being offered by Capernaum Trust to OVCs under its scholarship at your school?

7. How successful are Capernaum Trust beneficiaries’ academic wise and at what level are the most successful ones?

8. Do you think Capernaum Trust contributions are sustainable to the OVCs at your school?

9. Are there any OVCs who drop out of school and why?

10. What can be done in order to promote human security among OVCs at your school?

11. What measures can Capernaum Trust take in order to contribute more in promoting human security among the OVCs at your school?
REFERENCES


Routledge, (2007) *Multilateralism and International security*

